

# Over The Moon

Amersham & Wycombe College, Spring Lane, Flackwell Heath, HIGH WYCOMBE, Buckinghamshire, HP10 9HE

## Inspection date

04/12/2012

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children are welcomed into a warm and bright environment where staff care for them sensitively.
- The nursery staff provides a very safe, secure environment where babies and children settle well and become confident and eager to learn.
- Staffs' understanding of the revised Statutory Framework for the Early Years Foundation Stage is good. They deliver good quality learning opportunities that enable children to make good progress across all areas.

### It is not yet outstanding because

- Some staff do not engage all children in group activities as well as possible or remind children to tidy up after their activities

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
  - The inspector and manager undertook a joint observation of a teaching activity.
  - The inspector talked with available staff, parents and held discussions with the manager and one of the directors.
- The inspector examined documentation including a representative sample of
- children's records, evaluation documentation, display materials and staff suitability records.

## Inspector

Josephine Adeyemi

## Full Report

### Information about the setting

Over the Moon Day Nursery opened in 2012. It is part of a chain of nurseries owned by The House That Jack Built (Day Nursery Ltd). It operates from the schoolhouse in the grounds of Amersham and High Wycombe College, Flackwell Heath Campus. The premises have four nursery rooms, a kitchen and toilet. There is an enclosed outside area for children's play. The nursery is open each weekday from 7.30am until 6pm for 51 weeks of

the year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They can accept up to 28 children at any one time and all may be in the early years age range. There are currently 32 children from eight months to under four years on roll. The nursery accepts children aged three and four years in receipt of funding for early education. They can support children with special educational needs and/or disabilities and those who learn English as an additional language. The nursery currently employs eight members of staff who work with the children. Five staff have childcare qualifications, and three are working towards them. The manager has a level three childcare qualification and is working towards a diploma in early years management. The nursery also employs a cook.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- develop further the system of coaching and mentoring for staff to promote consistent high quality interaction with children when they are in small groups

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff have a thorough knowledge of the Early Years Foundation Stage which enables them to support children's learning and development well. Staff provide interesting and engaging activities and the children are encouraged to communicate their thoughts. A group of children found a spider. A member of staff asked them what they wish to call it, which led to a discussion among them. They came up with a name and informed the member of staff. She asked the children what the spider was doing in order to extend their imagination. Staff's positive interaction through effective questioning and discussion helps children to think. Staff always give the children time to think and respond to their questions. This supports their team building skills and emotional development well. The children know staff value and appreciate their opinion and contributions.

Secure planning and monitoring across the seven areas of learning ensures all aspects are included in the children's learning experiences. They provide motivating and exciting experiences that meet the needs of all children. The vast majority of practice is based on a secure knowledge and understanding of how to promote the learning and development of young children.

Key persons are effective in using all the information they have about their key children to

match the learning activities to individual children's needs. All children, including babies, are working comfortably within their age and stage of development. Most are working above age expectations in some areas. Key persons know their children very well. Babies form secure attachments with their key person who uses this knowledge to engage with parents daily.

All staff have high expectations of the children and they use their accurate assessments to promote their learning and development. Staff work with children in small groups, according to their individual needs. For instance, children read with staff members, pointing at pictures and supporting them with identifying animal sounds and correct names. Children enjoy reading because staff read stories to them using different tones of voice and facial expressions. However, not all staff are able to effectively engage every child in a group, they sometimes focus on one or two children leaving out the others. Those fully engaged go on to repeat the stories to babies and younger children, copying the staff facial expression and voice tone, which support their communication skills.

New children settle easily as they benefit from coming into the nursery for a few sessions with their parents prior to starting. Initial information obtained from parents about children's ability and skills help staff to establish children's starting point. This information allows staff to offer stimulating learning experiences to all children as soon as they start attending. Sensitive and engaging play between babies and older children provides many opportunities for them to develop useful skills. Older children learn to care for younger ones, understanding that they are delicate, while the younger children copy movements, voice tones and positive behaviours from the older children.

### **The contribution of the early years provision to the well-being of children**

All children, including babies, enjoy a warm and close relationship with staff, especially with their key person. They all feel secure and explore their environment, independently choosing from the wide range of accessible and appropriate resources. The free flow arrangement of the nursery gives children unrestricted access to both the indoor and outdoor play areas. Children enjoy the outdoor area where they have the opportunity to run, climb, balance on logs or sit down quietly in the home corner. Staff's constant chatter with the babies, cooing and making sounds, reassures them of their caregiver's presence and gives them the confidence to explore safely. Older children are confident to interact with visitors as they play, ask questions and comfortably engage in conversations.

Staff are good role models. They demonstrate acceptable behaviours to children, encouraging them to be polite, using 'please' and 'thank you' appropriately. Staff reinforce positive behaviour through praise and appreciation supporting children's sense of self-worth.

All children are encouraged to be independent. Staff do not always rush in to help children out when trying challenging tasks. They allow all children, including babies, the space and time they need to choose their resources and find a solution to their tasks. Staff encourage children to think critically about the direction of their play and explore the

available options in a task. For example, the children considered how to move or lift items. They decided it was best to move the items one piece after another, instead of moving the whole box in one go. Children move freely from one activity to another when they are satisfied with their exploration. Toys litter the floor causing avoidable falls and trips because staff do not always encourage children to tidy up after them.

Children are developing an understanding about keeping healthy. Older children wash their hands independently after using the toilet while staff help younger ones. Staff wash all children's hands with soap and water before meals and help the younger ones to wipe their hands and mouth after. All children, including babies, enjoy freshly cooked meals at lunchtime. They sit together as one big large family and staff encourage all children to eat their meals.

### **The effectiveness of the leadership and management of the early years provision**

The management team of the nursery have a clear understanding of their roles and responsibilities in meeting the requirements of the revised Early Years Foundation Stage. Effective planning and assessment accurately identifies children's skills and abilities, enabling staff to plan thoughtfully. All children are making good progress.

Children are safeguarded well. All staff have good knowledge of the child protection procedures. They have clear understanding of what to do if they are worried about a child. This is supported by the nursery's effective policies and procedures. Sound recruitment and induction systems ensure staff are suitable, enthusiastic and motivated. Secure external and internal doors, regular risk assessments and a regular agenda during staff meetings, ensure children are cared for in a safe environment.

The system for self-evaluation is effective because the nursery clearly identifies their strengths and weaknesses. Staff and parent's views are obtained through questionnaires that help management to improve quality and drive improvement. Management's efforts at monitoring and supporting staff and students to deliver high quality group times are not fully embedded in practice.

Parents are pleased with the amount and quality of information the nursery regularly provides through the daily communication book and verbal report. The nursery supports the whole family in order to meet their unique needs. This can range from filling out forms to accessing services in the local community. As a result, parents actively participate in events organised by the nursery, for example, open days and cultural festivals.

The nursery works well with external agencies and professionals to access any support required for families and children who attend. For example, the local authority officers support the nursery's work with families by providing them with information and guidance. These effective partnerships contribute strongly to meeting the children's needs.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY452520
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	893818
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	32
<b>Name of provider</b>	The House that Jack Built (Day Nursery) Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01628 532169

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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